



# THE WORKBOOK

*The Neighborhood Networks Companion Guide  
to the New, Expanded Online Business Plan*

April 2001

VERSION 1

For Questions or Technical Assistance  
Contact the Neighborhood Networks Information Center  
at 1-888-312-2743



## About Neighborhood Networks

Launched in 1995, Neighborhood Networks is a community-based initiative created by the U.S. Department of Housing and Urban Development (HUD). Through innovative private/public partnerships, Neighborhood Networks establishes multi-service community technology centers (CTCs) that bring digital opportunity and lifelong learning to residents of public and assisted housing. There are more than 640 Neighborhood Networks centers operating in HUD multifamily housing properties throughout all 50 states, the District of Columbia and Puerto Rico. Hundreds of additional computer centers operate under other HUD programs such as HOPE VI, the Office of Native American Programs and Public and Indian Housing. Tailor-made to fit each local community, Neighborhood Networks centers open the doors -both on-site and via the Internet - to an infinite array of job opportunities, social services, microenterprise possibilities, and educational programs. To learn more about this exciting initiative, please visit to the Neighborhood Networks Web site at <http://www.neighborhoodnetworks.org/>

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Welcome to the START Workbook. The START Workbook is designed to help gather information that you will need to input into the tool. This workbook is designed in sections, similar to the online START tool.

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- Section 4: Organization and Management
- Section 5: Planning for Center Operations
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***Have any questions about START or the START workbook?*** Please call the Neighborhood Networks Information Center toll-free at 1-888-312-2743 and press 5 to speak with a technical assistance specialist or go to the Neighborhood Networks Web site at <http://www.neighborhoodnetworks.org/>

## Welcome to START!

This process can be completed in four phases:

<b><i>Phase 1: Data Collection</i></b>	<b><i>Phase 3: Create your Business Plan</i></b>
<p>You will use the forms in this workbook to collect data that you will need to complete the START tool. START will use this data to help you make decisions about your center and build your Business Plan.</p> <p>This information includes:</p> <ul style="list-style-type: none"><li>➤ Your mission statement</li><li>➤ Benefits to stakeholders and the community</li><li>➤ A community assessment</li><li>➤ A resident assessment</li><li>➤ Potential Partners</li><li>➤ And much more...</li></ul>	<p>Once the data for your center is entered in START, you can generate a <a href="#">Business Plan</a> that can be submitted to HUD.</p>
<b><i>Phase 2: Inputting Data into START</i></b>	<b><i>Phase 4: Ongoing updates and maintenance</i></b>
<p>Once data collection is complete, START will collect that data and will ask additional questions that will help you make decisions about your center. The START Sections include:</p> <ul style="list-style-type: none"><li>➤ Program Planning</li><li>➤ Marketing and Outreach</li><li>➤ Organization and Management</li><li>➤ Planning for Center Operations</li><li>➤ Setting Up a Center</li><li>➤ Evaluation</li></ul> <p>In several sections, you will be asked to input <a href="#">Goals, Activities, and Outcomes</a> for that section.</p>	<p>START's usefulness as a tool does not end once you submit your business plan. If used properly, it will help you track your center's changes and accomplishments over time. You should return to START frequently to update items such as:</p> <ul style="list-style-type: none"><li>➤ Your funding and partnership information</li><li>➤ Your progress toward your Goals, Activities and Outcomes.</li><li>➤ Changes in center staffing and their responsibilities.</li></ul>

## Introduction to START

START is the Neighborhood Networks Strategic Tracking And Reporting Tool. It is the new online business plan that enables Neighborhood Networks centers to track every facet of center development. START is a unique and effective way to develop, manage and track center operations.

### Who will use START?

- **Neighborhood Networks Center**

START was designed to help centers take the business planning process to a new level. It asks questions that provoke thought and guidance through a strategic planning process that can grow with the center. START can be a central place to store real-time, up to the minute information about a center when used regularly.

- **HUD**

HUD will use the tool to gain a better understanding of the needs of centers and how products, services and funding can be tailored to them. START will provide national aggregate data on all Neighborhood Networks centers that use the tool and local level data to HUD Neighborhood Networks Coordinators who provide technical assistance to the centers.

- **Stakeholders**

Over time, partners providing resources, services and support to centers may use START data. For example, Neighborhood Networks Consortia that want to collect information on what programs the centers in their jurisdiction are implementing. National Neighborhood Networks partners also might use the data to more accurately tailor the programs and offerings for local centers. Just like the existing business plan, release of information entered into START will be subject to the limitations in the Freedom of Information Act.

## **Don't START yet!**

Before you begin, take some time to think about the center you **hope** to create. Write the thoughts under each question. They will be helpful throughout the START process.

- Who are the stakeholders (residents, owners, community, etc.)?
- Who will the center serve (residents, community residents, neighborhood children, etc.)?
- What are the demographics of the people served by the center?
- What will the center do?
- Where will the center be located?
- When will the center do its work? (What is the timeframe for start up? What hours will the center be open?)
- What is the purpose of the center?
- How will the center be successful?
- Is the center unique? If so, how?
- What are the benefits to the users (residents, community, owners, etc.)?

# **Section 1: Starting the START Process**

## **Section Overview**

Before the planning process for the Neighborhood Networks center is started, the needs and desires of center users should be identified. When you complete this section, the following will be accomplished:

- A mission statement for the center will be created
- Stakeholders and center benefits will be identified
- Assets in the community and beyond will be determined
- Staffing resources will be defined
- Center users will be identified
- The interests and needs of the center users will be identified

## Create a Mission Statement

A mission statement tells the world what an organization does, who it serves and why it exists.

***For example:*** To increase job opportunities for the residents of the Evergreen Terrace community by providing reliable access to computer technology and training.

**Action:** Draft a proposed mission statement for the center. As you work through the START process, feel free to modify this.



## Identifying Neighborhood Networks Center Stakeholders

Stakeholders are the people and organizations that will be affected by a center. Residents have a stake in the success of a center, because you provide services. The community might have a stake in the center because you improve the employability of the residents.

Look back at Page 6. Who were defined as stakeholders?

**Action:** What are the benefits the center brings to these stakeholders?

- ***To the owner/manager/property staff?***

- ***To the residents?***

- ***To the community and employers?***

- ***To other key stakeholders?***

## Identifying Community Resources

As you begin to think about programs for the center, it is essential to collect data:

- The needs and interests of residents
- Community assets and resources, and potential partners

### Community Assets

Often, the most overlooked partners are in our back yard. Draw a circle around the neighborhood where the center is located (if possible do this on a map). Within that circle are businesses, organizations, schools and other potential stakeholders. Use the table below to list those entities and then brainstorm about what they might have to offer the center.

Think about institutions and resources in the following categories:

Institutions	Resources
<ul style="list-style-type: none"><li>• Schools</li><li>• Colleges</li><li>• Libraries</li><li>• Local businesses and corporations</li><li>• Government agencies</li><li>• Religious institutions</li><li>• Community-based organizations</li><li>• Television stations</li><li>• Police</li><li>• Hospitals</li><li>• Public housing authorities</li><li>• Property owner/manager</li><li>• Nonprofits</li><li>• National Neighborhood Networks partners</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Experts</li><li>• Programs</li><li>• Space and facilities</li><li>• Equipment</li><li>• Potential Jobs</li><li>• Funding</li><li>• Other</li></ul>

## Identifying Community Resources

**Action:** Brainstorm! Below, list all community institutions and resources that are potential partners. This list will help you select potential partners identified in Section 3 of this workbook, so be sure to include all potential partners on this list.

[illegible]

## Identifying Staffing Resources

Now that community assets have been identified, it is time to consider staff needs.

### When thinking about staffing, consider:

- How many staff members will the center need
- Will the center need administrative and computer staff support, and a center director
- Will the center use volunteers from volunteer agencies, schools, friends or the community

**Action:** Use this chart below to list all employees and volunteers who will be involved in the center. If you are an existing center, enter the current staff. If you are a new center, enter the staff you will need to open and operate in the first year.

Staff Name*	Staff Title	Paid or Volunteer?

\*If you do not have names for staff members, input temporary names (such as manager1 and manager2) as placeholders.

## Identify Center Users

The Neighborhood Networks center will serve one or both of the following groups:

- The residents of the HUD property
- The extended community

To identify center users, information should be gathered on who is in the community. This section will help center determine the demographic makeup of the property.

**Action:** Answer the following questions to assess the demographic makeup of the *property*. Fill in the numbers for each category.

Total Number of  
Residents: \_\_\_\_\_

Total Number of  
Households: \_\_\_\_\_

Total Number of Units: \_\_\_\_\_ Number of Section 8 Units: \_\_\_\_\_

### ***Resident Overview***

Children 0 - 6 years old

\_\_\_\_\_

Children 7 - 13 years old

\_\_\_\_\_

Children 14 - 17 years old

\_\_\_\_\_

Young Adults 18 - 20 years old

\_\_\_\_\_

Adults 21 - 61 years old

\_\_\_\_\_

Adults 62 and older

\_\_\_\_\_

### ***Total Number of Residents***

### ***Race***

Black

\_\_\_\_\_

White

\_\_\_\_\_

Alaskan Native or American Indian

\_\_\_\_\_

Asian or Pacific Islander

\_\_\_\_\_

### ***Ethnicity***

Hispanic

\_\_\_\_\_

Other

\_\_\_\_\_

### ***Gender***

Female

\_\_\_\_\_

Male

\_\_\_\_\_

## Determining Demographics of the Property

<b><i>Resident Characteristics</i></b>	<b><i>Total Number of Residents</i></b>
English as a Second Language (ESL) Needs	_____
<b><i>Single-Parent Household</i></b>	
Female head of household	_____
Male head of household	_____
<b><i>Residents with Disabilities</i></b>	
Physical	_____
Mental	_____
Other	_____
<b><i>Education Level</i></b>	
Some high school	_____
High school graduate or GED	_____
Some college	_____
Two-year degree	_____
Four-year degree	_____
Graduate level degree	_____
<b><i>Computer Literacy Levels</i></b>	_____
Minimal	_____
Average	_____
Above average	_____
<b><i>Employment Status</i></b>	
Employed full time	_____
Employed part time	_____
Self-employed	_____
Unemployed	_____
Public assistance recipients	_____

## Identify Center Community Users

If the goal of the center is to serve the extended community as well, then the demographics will be different.

**Action:** Answer the following questions to assess the demographic makeup of the **entire center**. Fill in the numbers for each category.

Total number of participants (or proposed participants) at the center: \_\_\_\_\_

As of (insert date): \_\_\_\_\_

### ***Participant Overview***

### ***Total Number of Participants***

Children 0 - 6 years old

\_\_\_\_\_

Children 7 - 13 years old

\_\_\_\_\_

Children 14 - 17 years old

\_\_\_\_\_

Young Adults 18 - 20 years old

\_\_\_\_\_

Adults 21 - 61 years old

\_\_\_\_\_

Adults 62 and older

\_\_\_\_\_

### ***Race***

Black

\_\_\_\_\_

White

\_\_\_\_\_

Alaskan Native or American Indian

\_\_\_\_\_

Asian or Pacific Islander

\_\_\_\_\_

### ***Ethnicity***

Hispanic

\_\_\_\_\_

Other

\_\_\_\_\_

### ***Gender***

Female

\_\_\_\_\_

Male

\_\_\_\_\_

## Center Demographics

<b><i>Participant characteristics</i></b>	<b><i>Total Number of Participants</i></b>
English as a Second Language (ESL) Needs	_____
<b><i>Single-parent household</i></b>	
Female head of household	_____
Male head of household	_____
<b><i>Residents with disabilities</i></b>	
Physical	_____
Mental	_____
Other	_____
<b><i>Education level</i></b>	
Some High school	_____
High school Graduate or GED	_____
Some college	_____
Two-year degree	_____
Four-year degree	_____
Graduate-level degree	_____
<b><i>Computer literacy levels</i></b>	_____
Minimal	_____
Average	_____
Above average	_____
<b><i>Employment Status</i></b>	
Employed full time	_____
Employed part time	_____
Self-employed	_____
Unemployed	_____
Public assistance recipients	_____



## Identifying the Residents Needs and Interests

The final step in this section will be to collect data on the needs and interests of the population the center hopes to serve. This is critical before moving forward to Section 2: Program Planning.

***A center's success depends on how well it meets the interests and needs of residents and other center users.***

**Action:** Distribute the form on the next page to the potential participants of the center. At a minimum, this should include all the residents of the property.

***The START tool will help tally the results of this survey help center operators create appropriate programs.***

## Resident Survey

**The Neighborhood Networks center's goals are to provide programs that serve residents. This survey will allow center operators to better understand the interests and needs of residents. Please indicate the interest by checking the box next to the topic. Thank you.**

Job skills training/employment	
Job readiness training	
Job retention services	
Job posting, search or placement services	
Introduction to/familiarization with computers	
Internet access and access to local services	
Economic development (microenterprises, small business development)	
Telecommuting and remote job access training	
Children's education programs (0-12 years)	
Youth education programs (13-17 years)	
Adult basic education/literacy	
English as a second language (ESL) programs	
GED/high school equivalency certificate programs	
Adult continuing education programs	
Family education programs	
Children's activities (0-12 years)	
Youth activities (13-17 years)	
Adult activities (18-64)	
Senior services (65+)	
Child care	
Health care	
Personal financial management counseling	
Other	

## **Section 2: Program Planning**

### **Section Overview**

Now that the vital data collection process is complete, program programming begins. Data collected in Section 1 will be helpful in completing the rest of this workbook. After completing this section you will have:

- Selected programs to be offered
- Developed targets for standard annual outcomes that can be measured and evaluated
- Developed customized goals, activities and outcomes
- Developed center program calendar

## Selecting Programs

Using information from the Resident Survey (see Section 1, Pages 17 and 18), START will help center operators create appropriate programs.

START will:

**STEP 1:** Ask you to survey residents

**STEP 2:** Tally the results of those surveys

**STEP 3:** Recommend programming based on the results of the survey

START's results are recommendations. The process is designed to align center programming as closely as possible with the interests and needs of the center user.

## Annual Program Outcomes

Once program offerings have been selected, standard outcomes should be reviewed. The purpose of these outcomes is to:

1. Have a set of high level outcomes that all Neighborhood Network centers work toward
2. Create measurable outcomes

In the next section, additional customized outcomes can be added.

**Action:** Complete the chart below for each year there are outcomes. Some of these outcomes will relate to the work a center is doing. ***Only enter data for outcomes that relates to the center's programs.***

Enter the calendar year for the center's annual goal.

Year: \_\_\_\_\_

How many people will the center serve during this year?

Adults: \_\_\_\_\_

Children: \_\_\_\_\_

Please indicate the target number for each goal for the year. Progress toward each goal can be tracked in the evaluation section. Data can be entered monthly.

### Job Skills Training/Employment

\_\_\_\_\_ Individuals will participate in a job skills program (job skills)

\_\_\_\_\_ Individuals will participate in a job readiness program (job readiness)

\_\_\_\_\_ Individuals will participate in a job retention program (job retention)

\_\_\_\_\_ Individuals will be assisted by a job placement program (job placement)

\_\_\_\_\_ Individuals will obtain jobs (obtain jobs)

\_\_\_\_\_ Individuals will retain jobs for more than 3 month – 12 months (retain jobs: 3-12 months)

\_\_\_\_\_ Individuals will retain jobs for longer than 12 months (retain jobs: 12 months or more)

**Introduction to Computers**

\_\_\_\_\_Seniors will be provided with basic computer skills training opportunities (computer basics: seniors)

\_\_\_\_\_Adults will be introduced to basic computer skills, such as keyboarding, internet access (computer basics: adults)

\_\_\_\_\_Youth will participate in a basic computer skills such as keyboarding, internet access education program (computer basics: youth)

\_\_\_\_\_Youth will participate in a structured computer skills program (structured skills: youth)

**Internet Access and Access to Local Services**

\_\_\_\_\_Individuals will have the ability to access the Internet through the Neighborhood Networks center (# of Internet Users)

**Economic Development (microenterprises, small businesses, telecommuting)**

\_\_\_\_\_Individuals will be provided with the opportunity to telecommute from the Neighborhood Networks center (telecommuters)

\_\_\_\_\_Individuals will be provided the opportunity to develop a small business or microenterprise (small business users)

\_\_\_\_\_Seniors will be provided with small business development opportunities (senior business development)

\_\_\_\_\_Youth will be provided the opportunity to develop job skills or a youth-based business (job skills: youth)

**Health Care**

\_\_\_\_\_Elderly individuals will be provided with on-site health-related resources (health care: elderly)

\_\_\_\_\_Adult individuals will be provided with improved access to health-related education and resources (health care: adult)

\_\_\_\_\_Children and youth will be provided with improved access to health care resources and services (health care: youth)

**Basic Adult Education, Literacy, ESL, GED**

\_\_\_\_\_Individuals will participate in a GED preparation class (GED preparation)

\_\_\_\_\_Individuals will receive their GED as a result of participation in Neighborhood Networks center programs (GED recipients)

\_\_\_\_\_Individuals will participate in English as a Second Language (ESL) classes (ESL classes)

\_\_\_\_\_Individuals will participate in a literacy program (literacy program)

\_\_\_\_\_Individuals will participate in adult basic education (adult basic education)

**After-school Program**

\_\_\_\_\_Youth will participate in a structured after-school program (youth after-school)

**Child Care**

\_\_\_\_\_ Children will participate in an on-site child care program (on-site child care)

\_\_\_\_\_ Individuals will receive child care when participating in a Neighborhood Networks center class/program (participant child care)

\_\_\_\_\_ Children will receive subsidized child care on-site or in the community (subsidized child care)

## Goals, Activities and Outcomes

Throughout the START tool, there are opportunities to create goals, activities and outcomes that are unique to a center. In each of the following sections, there are opportunities to enter goals, activities and outcomes:

- Section 2 (Program Planning)
- Section 3 (Marketing and Outreach)
- Section 4 (Organization and Management)
- Section 6 (Budgeting and Fundraising)

### ***Explanation of terms:***

**Goals** set a clear direction for action and set program priorities. Goals answer the question: What does the center want to achieve?

**Activities** are specific tasks required to meet the goals. Activities answer the question: What does the center need to do to achieve the Goal?

**Outcomes** are the results of activities. Outcomes can be measurable results or positive differences that can be made in the lives of people and community.

**Measurable results** are anything that can be counted, such as:

- people (as in class participation, GED graduates, residents who interviewed for jobs, residents who gained employment)
- activities (course offerings, regular meetings) or, materials (brochures, manuals, curriculum)

Other outcomes are the positive differences that can be made in the lives of people and community – educating people, bringing families together, improving the community or changing the way people behave. Outcomes are the effect the center's services have on clients, program participants, funders, the community and the partners.

Examples of Goals, Activities and Outcomes will be provided in each section.



## Goals, Activities and Outcomes – Program Planning

**In this section, program goals, activities and outcomes will be established.**

Take a look at the goals and think about how you will evaluate whether or not you have attained them later on. Try to set goals that can be measured.

### ***An example of a program goal***

- To increase residents' ability to gain employment and become more self-reliant

### ***An example of activities***

- Offer programs that build on resident's skills (assets) and respond to employment opportunities
- Offer career placement and ongoing support during the early months of employment

### ***An example of an outcome***

- Fifty percent (50%) of participants will become employed within the first year of a center's operation. 30 percent of those who will become employed will hold these jobs for one year.

Use the chart below to enter program goals, activities and outcomes.

**Goal 1:** \_\_\_\_\_

<b><i>Activities for Goal 1:</i></b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b><i>Outcomes for Goal 1:</i></b>
1.
2.
3.

## Goals, Activities and Outcomes – Program Planning

**Goal 2:** \_\_\_\_\_

<b>Activities for Goal 2:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 2:</b>
1.
2.
3.

**Goal 3:** \_\_\_\_\_

<b>Activities for Goal 3:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 3:</b>
1.
2.
3.

Feel free to continue to add additional goals. Remember, each goal requires staff time to implement, so be careful about how many goals are proposed.

## Program Calendar

The final step in Program Planning is to establish the times and dates for specific classes and programs. Remember, these programs/classes/events should relate to the program planning conducted earlier in this section, the goals of the center and the anticipated outcomes.

The calendar feature in START allows for entering the dates the programs/classes/events will occur and printing them out. The following information is needed to complete the calendar:

Name of the Program/Event/Class	Date and time of the first occurrence	Is the program recurring? If, yes
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)

## **Section 3: Marketing and Outreach**

### **Section Overview**

Now that program planning is complete, it is time to decide how to market the center, both internally (to the potential users of the center) and externally (to potential partners). Data collected in Section 1 will be helpful in making these marketing decisions, as well as the programming decisions made in Section 2. When this section is completed:

- An internal marketing plan targeting potential users of the center will be developed
- An external marketing plan targeting potential partners and the larger community will be developed
- A narrowed list of potential partners who can help meet programming needs will be created (Using the community asset inventory in Section 1)
- A plan of action will have been put in place to reach those partners who can best help a center meet its goals

## Goals, Activities and Outcomes – Internal Marketing

In this section, Goals, Activities and Outcomes for an Internal Marketing Plan will be established.

To market a Neighborhood Networks center to potential users, examine goals and evaluate whether they are achievable. Try to set goals that can be measured.

***Example internal marketing goal:***

- To promote the center to the residents as a great community resource that helps them achieve their personal goals

***Example internal marketing activity:***

- Involve as many residents as possible in the design and delivery of programs and services to ensure maximum satisfaction.

***Example internal marketing outcome:***

- 10 percent (10%) of the residents will be involved in planning and/or delivering center programs.

Use the chart below to enter Goals, Activities and Outcomes for internal marketing.

**Goal 1:** \_\_\_\_\_

<b><i>Activities for Goal 1:</i></b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b><i>Outcomes for Goal 1:</i></b>
1.
2.
3.

## Goals, Activities and Outcomes – Internal Marketing

**Goal 2:** \_\_\_\_\_

<b>Activities for Goal 2:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 2:</b>
1.
2.
3.

**Goal 3:** \_\_\_\_\_

<b>Activities for Goal 3:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 3:</b>
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so be careful about how many goals are proposed.

## Goals, Activities and Outcomes – External Marketing

In this section, Goals, Activities and Outcomes for an External Marketing Plan will be established.

Take a look at the goals and think about how they will eventually be evaluated. Try to set goals that can be measured.

***Example external marketing goal:***

- Identify corporate and other national partners who will support the center with volunteers, cash and equipment donations ensuring maximum participation in the center's program.

***Example external marketing activity:***

- Build relationships with local police and fire departments, schools, banks, churches, temples, libraries and local businesses.

***Example external marketing outcome:***

- The center will establish linkages with three social service organizations, two community-based organizations and two faith-based organizations.

Use the chart below to enter Goals, Activities and Outcomes for the center's External Marketing.

**Goal 1:** \_\_\_\_\_

<b><i>Activities for Goal 1:</i></b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b><i>Outcomes for Goal 1:</i></b>
1.
2.
3.

## Goals, Activities and Outcomes – External Marketing

**Goal 2:** \_\_\_\_\_

<b>Activities for Goal 2:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 2:</b>
1.
2.
3.

**Goal 3:** \_\_\_\_\_

<b>Activities for Goal 3:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 3:</b>
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so be careful about how many goals are proposed.



## Partnership Planning

Pause and review the National Neighborhood Networks partners section. START will now help determine which potential partners should be pursued.

### **Partnership Profile Form**

The first tool in this section is the Partnership Profile form. This tool will store essential data about the potential partners identified in Section 1 (See pages 10 and 11 of this workbook). For each partner, the following information is needed:

Name of Institution	Current (or proposed) Contact Name	Phone	Address	City, State and Zip

**REMEMBER:** To enter contact information for a partner in this section, they must have been entered as a potential partner in Section 1 (pages 10 and 11 of this Workbook).

## Partnership Tracking Log

Once a Partnership Profile for a potential partner has been entered, information can be entered in the Partnership Tracking Log.

The log will be a useful way to track contacts and commitments. It is a good reminder for keeping up communication with the potential partner.

Typical actions might be:

Step 1: Letter of Introduction sent

Step 2: Follow-up call made

Step 3: Initial meeting date

Step 4: Follow-up call made

Step 5: Partnership established

Information you will need for this log includes:

Name of Partner	Action	Date started	Date completed	Responsible Staff

**REMEMBER:** To enter information on a partner in this section, they must have been entered as a potential partner in Section 1 (pages 10 and 11 of this Workbook) AND contact information must have been entered in the Partnership Profile form (see page 33 of this workbook).

## Funding Commitments

In the final part of this section, resources and commitments from partners will be tracked. There will be reminders of these commitments in the budget section.

To complete this section, the following is needed:

Partner Name	Resource or Funding	In-kind Value	Funds Donated
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$

**Tip:** If a partner contributed more than one type of resource or funding, enter a funding commitment for each. (Be sure to do that both here and in Section 1 on pages 10 and 11). This allows for tracking contributions by resources and funding types.

## **Section 4: Organization and Management**

### **Section Overview**

The governance structure of a center is the focus of this section. This information is important to funders who want to know the center's ability to manage funds and develop programs. When completed, this section will have:

- Answered questions about management structure, including the roles of:
  - Residents
  - Advisory board/board of directors
  - A 501(c)(3)
- Developed a timeframe for an accounting infrastructure
- Developed a timeframe for personnel policies and procedures
- Set goals, activities and outcomes for the organization and management of the center

## Organization and Management Overview

### Management, Governance, Staffing

This section is designed to help a center think about some essential components of its organization and management. This is critical in several areas. ***First and foremost, a center's organization and management affect its ability to attract funding.*** Items such as a sound accounting system and the presence of a 501(c)(3) will often determine if a funder is willing to commit resources. ***Second, organization and management affect the center's effectiveness.*** The way a governance structure is established and the role residents have in the decision making process will determine how effective the center is to the population it serves.

**Action:** Think about the responses to the questions below. Sketch in answers if you have them.

**1. Do you have a residents' committee?**

- ☐ Yes
- ☐ No
- ☐ N/A\*

If no, when do you plan to create one \_\_\_\_\_ (date)

A residents' committee is made up of people in the community who both live in the community and will participate in the center. Their role is important because their perspectives make sure that the center meets the needs of the residents. The residents' committee can propose ideas to the center director for review and consideration. The voting power of the residents' committee will vary from center to center.

**Describe the residents' committee or the plans to establish one.**

---

\*Not all centers will feel all items are applicable to their situations. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

**2. Do you have an advisory board or a board of directors?**

- ☐ Yes
- ☐ No
- ☐ N/A\*

If no, when will the board be established? \_\_\_\_\_(date)

**Describe the advisory board/board of directors or plans to establish one.**

**3. Does the organization have bylaws\*\*?**

- ☐ Yes
- ☐ No
- ☐ N/A\*

If no, when will the bylaws be adopted? \_\_\_\_\_(date)

\*\*Bylaws are rules that govern the internal operations of a group or committee.

**4. If the center is a 501(c)(3) organization, fundraising can be easier. Is the center a 501(c)(3)?**

- ☐ Yes
- ☐ No
- ☐ N/A\*

If no, when do you plan to apply for one? \_\_\_\_\_(date)

---

\* Not all centers will feel all items are applicable to their situations. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

## Accounting Infrastructure

Is there an accounting system to track money received and money spent?

- ☐ Yes  
☐ No  
☐ N/A\*

If no, when do you propose to have a system in place? \_\_\_\_\_(date)

**Please describe the accounting plan. (For example, who handles accounts, what method does the center use, including any automated/computerized tasks)**

[illegible]

### ***Personnel policies and procedures***

**Does the organization :**

## Offer employee benefits?

- ☐ Yes  
☐ No  
☐ N/A\*

If no, target date:\_\_\_\_\_

Have a personnel manual

- ☐ Yes  
☐ No  
☐ N/A\*

If no, target date:\_\_\_\_\_

## Have a staff training plan

- ☐ Yes  
☐ No  
☐ N/A\*

If no, target date:\_\_\_\_\_

Have a staff evaluation plan

- ☐ Yes  
☐ No  
☐ N/A\*

If no, target date:\_\_\_\_\_

\* Not all centers will feel all items are applicable to their situations. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

## Goals, Activities and Outcomes Organizational Goals

In this section, goals, activities and outcomes for organizational structure will be established.

***How will the organizational structure of the center contribute to its success?***

Take a look at the goals and think about how they will be evaluated. Try to set goals that can be measured.

***Example of organizational goal:***

- Create an environment that continually evaluates residents' needs and interests, and adjusts center programming accordingly.

***Example of organizational activity:***

- Implement feedback opportunities, such as focus groups and suggestion boxes placed throughout the center.

***Example of organizational outcome:***

- Twenty residents will participate in the planning, operation and management of the Center.

Use the chart below to enter goals, activities and outcomes for the center's organizational structure.

**Goal 1:** \_\_\_\_\_

<b><i>Activities for Goal 1:</i></b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b><i>Outcomes for Goal 1:</i></b>
1.
2.
3.



## Goals, Activities and Outcomes Organizational Goals

**Goal 2:** \_\_\_\_\_

<b>Activities for Goal 2:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 2:</b>
1.
2.
3.

**Goal 3:** \_\_\_\_\_

<b>Activities for Goal 3:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 3:</b>
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so be careful about how many goals are proposed.

## **Organization and Management Overview**

### **Management, Governance, Staffing**

It is important to have management and governance systems to support the center. For the center to be successful there must be good planning.

**Management Infrastructure.** Describe the center's management team. (For example, the supervisory roles of the managers and the reporting structure). More specifically: How is the center run? Who is responsible for what tasks? How are the responsibilities divided up among supervisors? How do managers coordinate their efforts?

**Governance Structure.** What group(s) are involved in providing input and overseeing the centers' activities? (For example, board of directors, residents' groups, an advisory committee, etc.) The number of persons involved depends on the needs of the center. Consider having people from diverse groups (residents, business, educators and other professionals) provide advice.

## **Section 5: Planning for Center Operations**

### **Section Overview**

This section will focus on what is needed to open and run a center. This section will:

- Answer questions about:
  - Space requirements
  - Equipment requirements
  - Accessibility issues
- Provide sufficient information for the development of a center operations timeline

## **Planning for Center Opening and Operations**

### **Questions to Consider**

#### **Computer equipment and office supplies**

- How much space is there in the center for computers and the users?
- How many users is the center planning to attract?
- Where can the center receive in-kind donations of computer and office equipment?

#### **Maintenance, retrofitting and security**

- What type of security does the center need? (Security can include locks, locking cabinets, specific computer security, cameras, and in some cases, a security guard).
- What office supplies and storage is needed? (For example: file cabinets, paper, pens, etc.)
- Does the center need construction or maintenance to be operational?

## Space Requirements

Describe the physical infrastructure and location of the center. (For example: Is the center located in community space? In an off-line unit? Is retrofitting of space required?)

**What is needed to make this space work?** Is construction for renovating required? If so, enter the estimated start and end dates below.

Activity	Start Date	End Date
Construction or Renovation		
Other		

A major component of a new center is its computer equipment. Equipment can be purchased, leased or donated.

**1. How much space (in square feet) is there for computers and the users?**

**2. How many computers can the center support? Each computer needs approximately 20 square feet.**

**3. How many computers are needed for the program?**

#### 4. How many computers are available?

**5. What is the minimum number of computers required for start up?**

When you determine how much money is needed, consider how many residents are expected to be served, and how many users the center hopes to serve. Also consider the peak use of the center. If there will be up to 30 residents in the center at one time, enough machines have to be available.

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Based on the previous information, consider the following activities and the dates they might be accomplished:

## Security Plan

☐ Yes  
☐ No  
☐ N/A\*

When will a security plan be in place? \_\_\_\_\_ (date)

☐ Yes

☐ No

When will the center be accessible to the disabled? (date)

--

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## Center Operations Timeline

Based on the data entered in this section, START will generate a center operations timeline. Below are a few additional pieces of information that must be entered into this timeline.

Activity	Start Date	End Date
Staffing of center (hired and trained)		
Grand opening of center		
Training programs and classes to begin		



## **Section 6: Budgeting and Fundraising**

### **Section Overview**

Now that the work of the center and staff has been determined, it is time to obtain the programs and resources necessary to make the center successful.

In the budget and fundraising section, focus will be on calculating the cost to start a center and developing operating budgets for the first three years. Then START will focus on the sources of funds, some of which may have been outlined in Section 3. When complete, this section will have enabled START users to:

- Develop expense budgets for the center's start up and operational budgets for years 1, 2 and 3.
- Review potential sources of funding and build a revenue budget for the center's start up and operational budgets for years 1, 2 and 3.
- Develop goals, activities and outcomes for a fundraising plan for the center.

## Budgeting For the Center

Once center programs have been designed, funding and other resources must be determined. What is and will be done at the center drives the funding needs.

There are two types of budgets – **Start up and operating**.

Budget Type	Expenses
A <b>start up budget</b> details the one-time costs of setting up the Neighborhood Networks center and the sources of funds that will be used to cover these costs	Capital expenses and one-time expenditures, such as renovations to the space, purchase of office equipment and furniture, and utility deposits as required by utility companies, such as electric, heat, phone, etc.
An <b>operating budget</b> details the ongoing costs of operating the Neighborhood Networks center and the likely sources of funds that will be used to meet these costs over a 3-year period.	Expenses that will continue for the life of the Neighborhood Networks center, such as salaries and benefits, professional fees, space and utilities, equipment maintenance and replacement, software and computer supplies, promotion and outreach expenses, telecommunications costs, educational materials, and miscellaneous others.

Budgeting requires two types of estimates:

- Estimates of the start up costs and operating expenses of the center
- Estimates of the potential sources of funding (for example: user fees, foundation grants, business development)

The next pages of this workbook help with the collection of data needed to prepare a complete budget for the center.

## Budget Expense Worksheet

This worksheet is designed to help START users think about the costs the center might incur. Not every category will apply to every center. Please use the ones which are best suited to your center. For large items, such as equipment, it would be wise to obtain local bids before finalizing the budget.

Expenses	Start up	Year 1	Year 2	Year 3
	\$	\$	\$	\$
<b>Center staffing</b>				
Staff 1				
Staff 2				
Staff 3				
Staff 4				
Staff 5				
Staff training				
<b>Subtotal – Center staffing</b>				
<b>Space needs and utilization</b>				
Rent				
Heat, ventilation, air conditioning				
Partition walls				
Installation of closets/secure space				
Expansion of power capacity				
Installation of electrical outlets				
Installation of overhead lights				
Other				
<b>Subtotal – Space needs and utilization</b>				

Expenses	Start up	Year 1	Year 2	Year 3
	\$	\$	\$	\$
<b>Security</b>				
Deadbolts, locks for windows				
Locks and cables to secure equipment to tables				
Locks to secure filing cabinets				
Locks to secure closets				
Engraving pen to identify equipment				
Alarm				
Installation of alarm				
Security cameras				
Installation of security cameras				
Security guard				
<b>Subtotal – Security</b>				
<b>Equipment and hardware</b>				
Computers (including monitor, keyboard, and mouse) Refer to the computers calculations.				
Printer				
Modem				
Computer cable				
Computer wires				
Extension cords				
Surge protectors				
Network wiring/hubs				
Router				
Additional warranties				
Service contract				

<b>Expenses</b>	<b>Start up</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$	\$	\$	\$
Networking hardware				
Telephones				
Telephone installation				
Photocopier				
Fax machine				
Other				
<b>Subtotal – Hardware</b>				
<b>Standard software programs</b>				
Word processing				
Spreadsheets				
Graphics				
Databases				
Anti-virus program				
Networking operating				
Other				
<b>Subtotal – Software</b>				
<b>Furniture</b>				
Computer tables				
Sign-in table				
Work tables, desk				
Chairs for desks, computers, tables				
Lighting				
Bulletin boards				
Coat racks				
Filing cabinets				
Anti-static floor covering				
Carpet				
Center sign				
Other				
<b>Subtotal – Furniture</b>				

Expenses	Start up	Year 1	Year 2	Year 3
	\$	\$	\$	\$
<b>Program costs and materials</b>				
Adult education				
After-school activities				
Job training				
Services for Seniors				
Other				
<b>Subtotal – Program materials</b>				
<b>Program marketing</b>				
Printed materials				
Advertising				
<b>Subtotal – Program marketing</b>				
<b>Office supplies</b>				
Paper				
Pens, pencils, crayons, markers				
Printer toner				
First-Aid Kit				
Soap				
Paper towels				
Other				
<b>Subtotal – Office supplies</b>				
<b>Other expenses</b>				
<b>Subtotal – Other</b>				
<b>TOTAL</b>				

## Center Funding

A center can be funded in various ways. Below are some sources.

### *HUD Funding*

- **Residual receipts account.** Funds from the residual receipts account may be useable to fund a center to the extent that HUD determines that these funds are not required to maintain the habitability of units or to meet other building needs.
- **Owner's equity.** The owner of limited distribution property can increase the amount of the initial equity investment (and, in turn, the yield on distribution) by investing, non-repayable funds in the center. A rent increase, however, will not be approved to provide for additional yield.
- **Funds borrowed from the Reserve for Replacement Account.** Funds from the reserve for replacement account may be useable to fund a center to the extent that HUD determines that these funds are not required to meet anticipated repair and replacement needs of the property.

If this source of funding is selected, then a scheduled repayment plan also must be submitted, illustrating how the Reserve for Replacement Account will be replenished consistent with future replacement needs that have been identified.

- **Rent increase.** The owner of a property where rents are set under the budgeted rent increase process may request an increase to cover the costs of a center. These increases may be approved at HUD's discretion.
- **Requesting a special rent adjustment.** Under certain conditions established by HUD (see Reference Materials), the maximum monthly rent for units under a Section 8 contract may be increased to meet the costs of the center.
- **Excess Income.** For properties that generate excess income, HUD Notice 00-17 creates the ability to retain excess income to assist in support and development of a Neighborhood Networks center.

## Center Funding

### ***Private and corporate contributions***

Private contributors usually include individual donors, some of whom may wish to remain anonymous. Corporations and community foundations provide funding for operating and program/project support. Corporate contributions include contributions made by corporations. Community foundations receive money from the public and award grants to organizations within their named community and/or surrounding area.

### ***User fees***

Additional funding can be generated by charging a reasonable user fee.

- **Membership fees.** Memberships to residents at individual and family rates can be offered. Residents could be offered the option of paying the membership fee on an annual basis or on a per-visit basis. The fees should be reasonable and affordable, equivalent to a round-trip bus fare or subway fare. For example, the Harlem Community Computer Center charges individuals \$30, families (up to five people) \$35, seniors and children \$15 for a six-month membership at the center.
- **Class fees.** Class fees could be levied on attendees. In addition, if neighborhood institutions use the center to conduct classes for their own members, they can be charged a fee for the use of the center.
- **Public access fees.** Visitors can be asked to make a contribution to the center. However, no one should be denied access because they have not made a contribution.

### ***Business development***

A variety of business activities that generate income can be conducted at the center, allowing them to become profit centers. Business development includes outsourcing, small business support, self-employment, and entrepreneurship. If the center had a role in training individuals to become successful in business or if the center is used for certain business activities, it might be appropriate for you to develop a system for sharing profits in lieu of payment.



## Center Funding

### ***Fundraising events***

Fundraising is an excellent source of funding for a center. Fundraising also generates community support for the center. Creativity is key to a successful fundraiser. While one type of event may be extremely successful for certain organizations, it may not be as successful for another one.

The following is only a partial listing of the types of fundraising events a center may sponsor:

- **Annual events.** Start a tradition with an annual bike trip or walk-a-thon for which people collect pledges.
- **Auctions**
- **Co-sponsor** an event with other organizations or seek sponsorship from Neighborhood Networks partners.
- **Events, festivals, or fairs** where a booth can be set up to solicit donations and distribute information.

### ***In-kind contributions***

In-kind contributions are donations given in lieu of money. Most in-kind contributions must be solicited, often requiring a formal request. Examples of in-kind contributions include:

- Hardware
- Software
- Space
- Volunteer supervisors and teachers
- Clerical assistance
- Accounting services

## Sources of Funding Worksheet

Once the potential sources of funding have been determined, they should be entered in the worksheet below. The START tool will calculate a center's deficit or surplus based on proposed sources and uses of funds.

Sources of Funding	Start up Funds	Year 1	Year 2	Year 3
<b>Project funds from HUD</b>	\$	\$	\$	\$
• Residual Receipts Account				
• Funds borrowed from the Reserve for Replacement Account				
• Excess income				
• Rent increase				
• Request for special rent adjustment				
• Owner's equity				
<b>Subtotal of Project Funds from HUD</b>				
Other government grants (federal, state, local)				
Foundation grants				
Individual donations				
Corporate contributions				
Fundraising events (for example: annual events, auctions, drawings/raffles)				
User fees (membership fees, class fees, public access fees)				
Business development Profits				
In-kind donations				
<b>Subtotal of all other funding sources</b>				
<b>Total estimated revenue funds (sources)</b>				
<b>Total budget expenses (uses)</b>				
<b>Deficit or surplus</b>				

Note: If there is a deficit, look carefully at the itemized expenses and think about additional items that can be donated.

## Fundraising Plan

### Goals, Activities and Outcomes – Fundraising

In this section, goals, activities and outcomes for the fundraising will be established.

***Now that the level of funding that is needed has been determined, funding must be obtained.***

Take a look at the goals and think about how to evaluate whether or not you can attain them. Try to set goals that are measurable.

***Example fundraising goal:***

- Raise sufficient funds to begin initial center programming.

***Example fundraising activity:***

- Using prospective funders identified in the Business Plan, contact them and seek support.

***Example fundraising outcome:***

- Provide ten computers and GED software for initial center programming.

Use the chart below to enter goals, activities and outcomes for the center's fundraising plan.

**Goal 1:** \_\_\_\_\_

<b>Activities for Goal 1:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 1:</b>
1.
2.
3.

## Goals, Activities and Outcomes Fundraising Plan

**Goal 2:** \_\_\_\_\_

<b>Activities for Goal 2:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 2:</b>
1.
2.
3.

**Goal 3:** \_\_\_\_\_

<b>Activities for Goal 3:</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsible Staff</b>
1.			
2.			
3.			

<b>Outcomes for Goal 3:</b>
1.
2.
3.

Feel free to continue to add additional goals. Remember, each goal requires staff time to implement, so be careful about how many goals are proposed.



## Section 7: Frequently Asked Questions

### **1. What is START?**

START is a Strategic Tracking And Reporting Tool that center directors can use to effectively manage and operate their centers. It is the new online Neighborhood Networks business plan that enables Neighborhood Networks centers to track every facet of center development.

### **2. Is my center required to do this?**

START is not a required format for either new or existing centers. Centers may continue to use the existing HUD paper format. This tool is designed to assist new and existing centers in strategic and program planning. Because it is an online tool there are many links to important resources in areas like funding and technical assistance. For those reasons, it is highly encouraged that centers use START.

### **3. Am I required to update?**

There are no update requirements. However, START provides a data collection tool to help Centers track valuable statistics such as how many residents have received jobs or completed computer training. This data demonstrates success and can help in your fundraising efforts.

### **4. There is a tracking component to START. Why are you tracking centers?**

Both you and Neighborhood Networks technical assistance staff can track your center's activities. A center tracks its own activities because tracking measures success. Other tracking components help to show how technical assistance and resources can be targeted appropriately.

### **5. I don't have Internet access. How do I get connected?**

Neighborhood Networks will work with you to get you connected. Call the Neighborhood Networks Information Center toll free at 1-888-312-2743 and press 5 to speak with a technical assistance specialist.

**6. *Where is resident involvement in the START process?***

Resident involvement is incorporated throughout the START process. It drives the center's programs and success. START includes a Resident Interest Survey that helps to identify the interests of residents so that appropriate programs and services can be offered.

**7. *I don't have enough staff, how can START help me?***

START will help you think in a very structured and strategic way. It will help you identify resources in your community and potential partners, and increase resident participation. This structure can result in a more efficient way to serve residents.

**8. *How long does the START process take?***

This depends on the amount of information that is entered. You can do this incrementally and at your own pace.

**9. *What will I get from doing this?***

After completing START, you can produce a business plan that summarizes the activities and programs of your center. The START process will help you make informed strategic decisions and it will give you a management tool to illustrate your impact and to assess your center's performance. It will also target areas of technical assistance that can be provided to your center.